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ABSTRACT

The traditional role of the university supervisor traveling from school to school plying his/her professional expertise may be likened to the early circuit riders of pioneer America plying their skills in the professions of law and religion. Exercising supervisory practices in this fashion may not be as effective as needed or as desired. The purpose of this paper is to present information and arguments for the university supervisor to be a teacher educator, rather than a circuit rider. It is proposed that the major (though not only) role of the university supervisor should be to upgrade and enhance the supervisory competence of the cooperating teacher with whom he/she works. More specifically, this paper presents background on the effects of cooperating teachers and university supervisors working with student teachers, provides a rationale for the university supervisor to operate in a consultant/mentoring/coaching relationship with the cooperating teacher, and desribes one approach for grading the cooperating teacher's expertise in working with a student teacher. (JD)

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UNIVERSITY SUPERVISOR: CIRCUIT RIDER OR TEACHER EDUCATOR?

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In the middle to late 1700's in pioneer America a phenomena occurred. That event was the use of circuit riders. The church used preachers as early as the 1760's and the judicial system used judges in the 1790's. These men (never never women in these times) went from locale to locale to ply their professional skills—the ministers to spread the gospel and the judges to adjudicate. Since those early days in sparsely settled America we have abandoned those practices in favor of more efficient and more effective customs.

The traditional role of the university supervisor traveling from school to school plying his/her professional expertise may be likened to those early circuit rides in the professions of law and religion. Exercising supervisory practices in this fashion my not be as effective as needed or as desired. Is it possible then that university supervisors are little more than circuit riders of the modern era in a profession of importance? In many ways it seems to be all too true. If that is so, then we must review our approach and strive for a better method, one worthy of the importance of teacher education and the teaching profession.

The purpose of this paper (and presentation) is to present information and arguments for the university supervisor to be a teacher educator, rather than a circuit rider. A person who accomplishes more than merely touch base with field components in between other university responsibilities .It will be proposed that the major (though not only) role of the university supervisor will be to upgrade and enhance the supervisory competence of the cooperating teachers with whom he/she works.

More specifically, this paper will present background on the effects of cooperating teachers and university supervisors (including some research), provide rationale for the university supervisor to operate in a consultant/mentoring/coaching relationship with the cooperating teacher, describe one approach for this mentoring

role and provide a forum to elicit ideas from participants that will augment or dispute the ideas presented here.

BACKGROUND

The cooperating teacher is in a most advantageous position to work with student teachers. He/she knows the community, the school policies, the children in the classes, and in general, the expectations held for teaching in that building and district. It would be a monumental task for the university supervisor, given the way most are assigned to schools, to be well informed in all these needed areas.

The influence and impact of the cooperating teacher has been well defined, Yee (1969), Karms (1977), Emas (1983), Copas (1984), Koehler (1988). In a summary of the research of cooperating teachers' influence on student teachers, McIntyre (1983) highlights the following:

Student teachers:

-adopt their beliefs about discipline to conform with those held by the cooperating teacher.

-adopt many practices of their cooperating teachers.

-emulate the classroom style displayed by their cooperating teachers.

Because the cooperating teacher is in a perfect position to help the student teacher and because the cooperating teacher has the potential to have positive impact, the selection of the cooperating teacher is critical. Research and practical experience has shown that student teaching classroom experiences have a very strong influence upon subsequent teaching behaviors. Given these conditions we cannot expect to improve the quality of the student teaching experience until we improve the level of expertise of the cooperating teachers with whom student teachers will be working.

School systems that act as cooperating facilities must share in this all important responsibility for proper selections of cooperating teachers, Copas (1984). Fields (1988) in writing about this topic expresses his concern when he says,

> "It is of interest to me, after fifteen years' experience as a director of student teaching, to note that we are still turning over our students to our professional colleague in the schools for what we often cite as being of such overwhelming importance in our professional program, student teaching - the heart and soul to teacher education; without having any clear idea of what these teachers believe or know, of their effectiveness as teachers, of their philosophies, or of their thoughts about professional positions that are of great importance to us."

And it may be added to the quoted list above the cooperating teacher's knowledge of the teacher education programs and their level of competence as an instructional supervisor.

In addition to carefully selecting teachers to work with student teachers, we must carefully prepare them to supervise student teachers in a professional way. We must do this to raise the quality of the experience, to positively affect teaching behaviors, to insure that students remain attracted to the profession, and to contribute to the development of better schooling. There is concern about cooperating teacher influence in that it may not be reflective enough, depend too much on "tricks of the trade," too general in their help, and too protective of the student teachers, Brosis (1975), Doyleand Ponder (1977/78), O'Neal (1983). This call for preparing the cooperating teacher to be more effective has been voiced by others, Copas (1984), Montague and Koballa (1985), Cohn and Gellman (1988), Fields (1988), and Spellman and Jacko (1988).

The question then needs to be asked, Who should do this training of the cooperating teacher, what shall be the content, and how shall it be accomplished?

The answer to the "who" part of the question is primarily the university supervisor. This person functions in many roles - faculty member, administrator, liaison between the university and schools, consultant/mentor/coach, and as a member of the profession. It is proposed here that the university supervisor spend most of his/her time and effort in the consultant/mentor/coach role with the cooperating teacher. Others would suggest that they overall role is that of a "facilitator of a process," Koehler (1988).

The relationship of the university supervisor to the cooperating teacher is not well defined. And is, "at best, ambiguous," Koehler (1988). McIntyre (1984) concludes, after a review of the research on field experiences, that the cooperating teachers and the university supervisor rarely spend time working together and rarely affect the same areas of teacher development. This does not bode well for the student teacher's development.

A program of inservice should be developed and carried out to update the university supervisor's knowledge base, skills and application techniques as they relate to instructional supervision of the student teaching process and the on-going training of cooperating teachers as instructional supervisors. Without special preparations in supervision, it is unlikely that the university can provide the knowledge, leadership or influence that is necessary to supervise the complex experience of student teaching.

The second part of the question, What should be the focus for the inservice of cooperating teachers?, is open to the needs of individual programs. The "what" has been addressed and proposed by many others, Copas (1984), Montague and Koballa (1985), Carter (1987), Cohn and Gellman (1988), Fields (1988), Hauwiller et. al.

(1988/89), Morehead et. al. (1988), and Spellman and Jacko (1988). What follows, is the Miami University approach.

MIAMI UNVERSITY MODEL

At Miami, we want our students to exit our program showing evidence of high performance and technical skills in teaching. Beyond entry level skill competence, we want our students to be reflective and inquiry oriented agents of change. In order to bring these goals about, students must be supervised effectively by the cooperating teacher. The cooperating teacher must be an effective supervisor. This means the cooperating teacher must learn the professional competencies of instructional supervision in a carefully prepared and executed program of preparation.

What approach will lead to effectiveness on the part of the cooperating teacher as an instructional supervisor? The direction for the Miami University approach is grounded in the work of Hersey and Blanchard (1972) in which they developed a framework for situational leadership, in an update of the work Blanchard and Zigarmi and Zigarmi (1985), in the developmental supervision approach by Glickman (1985), and in Zahorik's (1988) proposal of three general types of supervision.

Blanchard and his colleagues suggest four basic leadership styles - directing, coaching, supporting, and delegating. Glickman's approach includes directive, collaborative, and non-directive. Zahorik's defines his three levels as behavior prescriptions, idea interpretation, and person support.

The Miami University model is based on developmentalism because no one style or approach is appropriate or usable in all situations. Heitzman (1977) underscores this point when he writes:

> "The cooperating teacher will need to adopt a variety of styles to match a variety of situations. That is, while high structure - high consideration will serve as a basic style, research studies have shown

that effective leaders vary their behaviors according to the situation. The effective cooperating teacher needs to understand the situation and react accordingly.

The Miami University model for developing the cooperating teacher as an instructional supervisor is shown graphically in figure 1. Explanation of each of the components follows.

Background

Each cooperating teacher, whether experienced or not, comes to the task having had certain amounts and kinds of experience, training, and education. These all influence how they approach their role as a cooperating teacher. For example, cooperating teachers often reach back to their own student teaching experience and employ practices that were used with them. Another example to show influence may be where the cooperating teacher's own experiences as a teacher have been less than positive. A cooperating teacher in another instance may have had coursework in interaction analysis and that knowledge would influence how he/she works with a student teacher.

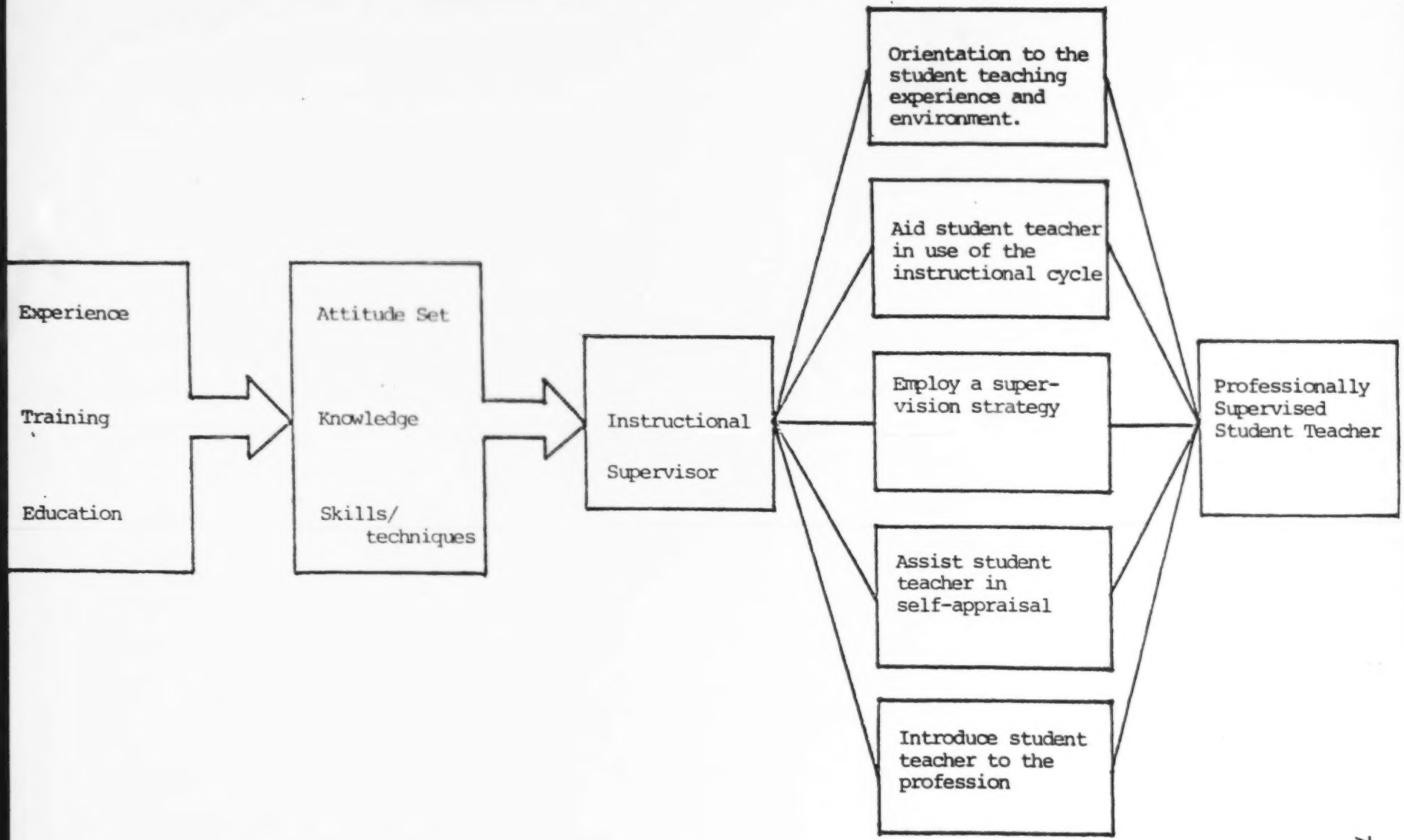
It is the intent of the Miami program of inservice to add to the experiences, training and education of the cooperating teacher in a way that enhances their commitment and competence as a supervisor.

Pre-requisites

Competence is a function of attitude (motivation), knowledge, and skills which are gained by a person's experience, training and education. The program proposed would be directed toward development of these pre-requisites.

Figure 1

THE COOPERATING TEACHER AS AN INSTRUCTIONAL SUPERVISOR



BACKGROUND ---------- PREREQUISITES ------- PERFORMANCE AREA --------- JOB FUNCTIONS ---------- PRODUCT

Attitude set is extremely important. How the cooperating teacher sees his status in the role affects how he behaves. For example, if he/she perceives his role as a "second-class citizen" his/her attitude will be rather negative. On the other hand, if he/she is exulted and prized by the University, he/she will tend to have a more positive approach.

Herzberg, Mausner and Synderman (1959) provide a theory and an approach to developing motivation or attitude. They suggest that achievement, recognition, participation and growth are all critical to motivation. These four areas then seem important in any inservice program. That is, the cooperating teacher needs to participate in the program, be recognized as a professional colleague, have a sense of achievement, and have the chance and opportunity to grow in his/her role.

Knowledge is, of course, essential if the supervisor is going to be effective. The time worn question of, "What knowledge is of most worth?" can be invoked here. It is our view that several areas should be seriously considered. These are adult learning theory and its application to working with student teachers; effective teaching research, practices and literature, and the application of these to the instructional cycle; situational/developmental supervision practices, including clinical supervision; and an understanding of the role of the profession in our society.

The variety of skills and techniques needed to be competent as a supervisor is almost endless. Those that are important come under the categories of interpersonal skills, employing clinical supervision process, building a trust relationship, diagnosing instructional performances, and conducting conferences. In short, the ability to use the knowledge learned requires a facilitation of the skills needed to be effective as a supervisor.

Performance Area

In order to be competent, the supervisor needs to have a positive, professional attitude and a knowledge base of essential information that will enable him/her to employ skills that will assist the student teacher in his/her growth.

While the cooperating teacher is responsible for other performance areas, e.g., classroom teacher, member of a profession, etc., the area of primary concern when working with a student teacher is that of instructional supervisor.

Job Functions

Instructional supervision, as is proposed here, has five major task functions. They are orientation, instruction, supervision, promotion of self-appraisal, and induction into the profession.

Orientation to the Student Teaching Experience and Environment

An important job function of the cooperating teacher is helping the student teacher become oriented to the student teaching environment. This preparation begins before the student teacher arrives. For example, the teacher needs to prepare the class(es) for the student teacher's arrival, including a description of what student teaching is, explain how the students can help the student teacher, and describe how two teachers in the class can be beneficial. Other helpful things include preparing a work space for the student teacher, collection of materials to be used, etc.

When the student teacher arrives, it is essential that the cooperating teacher provide a professional induction that includes introductions, information basic to the class(es), school and community, the location of resources, orientation conferences, the study of children and their learnings in that environment, etc.

Student teaching is part of a process, not an end product. How the student teacher gets started charts, to a large degree, the course for success, mediocrity, or failure. The cooperating teacher serves an important role here.

Aid Student Teacher in Use of the Instructional Cycle

A number of instructional approaches or models are currently in vogue, e.g., Rosenshines (1979) six-step process, McGreal's (1983) three areas of climate, planning and management, and one that has been most successfully implemented in many school districts, the Madeline Hunter (1984) design for effective teaching. Hunter's seven elements, in brief, are, anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, and independent practice. Hunter's work is based on effective teaching research.

McGreal (1983) says we in the profession need to look at teaching in a more narrowed focus. He suggests four criteria for narrowing the focus on teaching:

1. A strong empirical base.
2. A close approximation to standard practice.
3. A "common sense" orientation.
4. Perspectives and skills that are potentially generalizable across subject areas and grade levels.

The competent supervisor of student teachers must use his/her knowledge about teaching and learning to form a structure for the student teacher to work within for his/her instructional efforts. McGreal's (stated above) criteria for a narrowed focus on teaching provide a beginning. A framework is recommended here that is adopted from suggestions made by Costa and Garmston (1985).

It will be recommended that, whatever design or approach used, it will be hung onto a decision-making framework that includes these four elements:

1. Planning (Preactive phase)
2. Teaching (Interactive phase)
3. Analyzing and Evaluating (Reflective phase)
4. Applying (Projective phase)

The categories above provide a way to help the student teacher become a student of teaching and learning. This process is also intended to enhance the problem-solving, thinking skills of the student teacher.

Employ A Supervision Strategy

In the student teaching process we are trying to help the student teacher become a successful - effective teacher. As Blanchard and Johnson (1982) write, you are trying to produce "winners". The key to producing winners is what they call "one minute praisings". In the field of education, we use a broad term to include the same thing; that term is formative appraisal.

The formative approach is a shared approach. That is, the student teacher and cooperating teacher work together. At first, generally speaking, supervisor input is high - student teacher input is low. As the student teacher develops, the ratio reverses.

The formative approach is a helping approach (Allen, Lyons, Reynolds, 1982). It includes, essentially, what are our objectives, are we making progress and are there ways to improve? The student teacher and cooperating teacher have joint responsibilities. These responsibilities must be spelled out and understood.

The strategy suggested here for using the formative, "one minute manager" approach is the well known clinical supervision process. Clinical supervision was developed at Harvard University in the 1950's when Cogan (1973) and his colleagues pondered the question of how better to supervise student teachers. Since that time, hundreds of articles and many books have been written on the subject.

While there are different labels and steps used to describe the clinical approach, Cogan (1973) sees it involving eight phases.

1. Establishing the supervisory relationship: build a relationship of trust and support and induct the teacher into the role of co-supervisor.
2. Planning lessons and units with the teacher: determine objectives, concepts, teaching-learning techniques, materials, and assessment methods.
3. Planning and observation strategy: teacher and supervisor discuss the data to be gathered and the methods for gathering the data.
4. Observing in-class instruction.
5. Analyzing the observational data to determine patterns of behavior and critical incidents of teaching and learning.
6. Planning the conference strategy: set tentative conference objectives of helping the student teacher become familiar with his role in relationship to the profession of teaching as a whole.
7. Conferring to analyze data.
8. Resuming the planning: complete the cycle by determining future directions for growth and planning for the next unit or lesson.

The cooperating teacher is to have knowledge of this process and skills to carry it out. For example, item four above refers to observing in-class instruction. The skilled cooperating teacher would be able to observe and collect data by verbatim transcripts, interaction coding systems, audio and video tapes, by recording student behavior, etc.

This job function's purpose is to provide a process by which the cooperating teacher and student teacher can work together to help the student teacher to grow in his/her experience.

Assist Student Teacher in Self-Appraisal

Self-appraisal on the part of the student teacher is a major goal of the student teaching experience. The reason for this is that accountability for effective teaching and personal growth should become part of the teacher's professional responsibility.

Self-assessment doesn't just happen. The cooperating teacher must help educate and train the student teachers in an atmosphere of support and encouragement. In other words, the cooperating teacher in effect prepares the student teacher to become his/her own supervisor using many of the skills and techniques the cooperating teacher uses. The key to this process is knowledge and encouragement (Scholl 1986).

Introduce Student Teacher to the Profession

The final job function recommended for the instructional supervisor is that of helping the student teacher become familiar with his role in relationship to the profession of teaching as a whole.

The cooperating teacher should help the student experience some of the non-teaching responsibilities of his role, such as committee work, study halls, playground duty, faculty meetings, co-curricular activities, professional association meetings, teachers' lounge, etc.

Helping the student teacher realize his/her responsibility as it relates to cooperating with other staff members, the impact of the teaching profession on society, and the need to keep current in the field are other examples of the induction to the profession function.

To know how to teach effectively is not enough. To know the responsibilities incurred as a member of a profession is essential.

Product

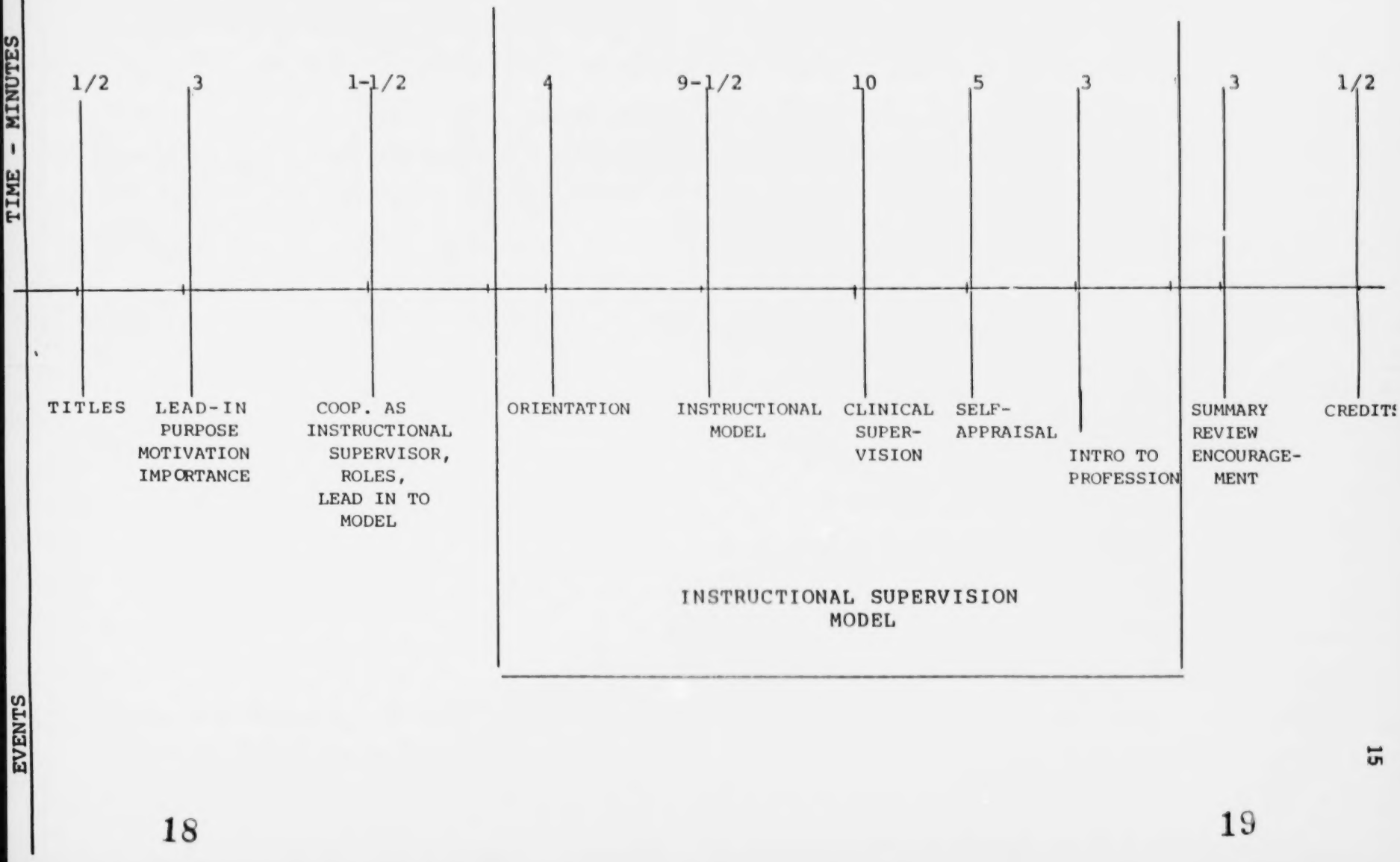
The goal of this entire inservice model and process is to end up with a student teacher who has been supervised by a professionally educated cooperating teacher whose major responsibility in that role is that of an instructional supervisor.

The final part of our question to be addressed is "how" will this inservice program be delivered. The first is through a three-credit graduate course entitled "The Supervision of Student Teaching Experiences." This course/workshop has been offered for the past 20 years with many revisions to update approach and content. The course is offered on a regular basis. The problem with the course approach is that it is voluntary and does not include all cooperating teachers used. Therefore another strategy was formed to include all cooperating teachers in the inservice program.

The primary means for the second scheme for inservice of cooperating teachers is the employment of a videotape. The videotape will provide the initial instruction re: the Miami model. Accompanying the videotape will be printed materials to support the information introduced on the videotape. In addition, it will be the responsibility of the university supervisor to mentor/coach/consult with the cooperating teacher to enhance understanding and development. Figure 2 depicts the time line for the content of the videotape. These videotapes will be available to cooperating teachers through their building media center and will be required viewing. That is, in order to supervise a student teacher, the cooperating teacher will have to agree to this inservice approach.

Figure 2

PROPOSED EVENT/TIME LINE FOR VIDEOTAPE -- COOPERATING TEACHER AS AN INSTRUCTIONAL SUPERVISOR



SUMMARY

The cooperating teacher's role is critical to the development of the student teacher. So that the student teacher can receive expert supervisors, the cooperating teacher must be selected carefully and must be an effective instructional supervisor. It is proposed here that most effective use of the university supervisor's time, effort and expertise will be in being a consultant/mentor/coach for the cooperating teacher, delivering a well thought out, well instructed plan of inservice with expert follow-up and feedback.

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